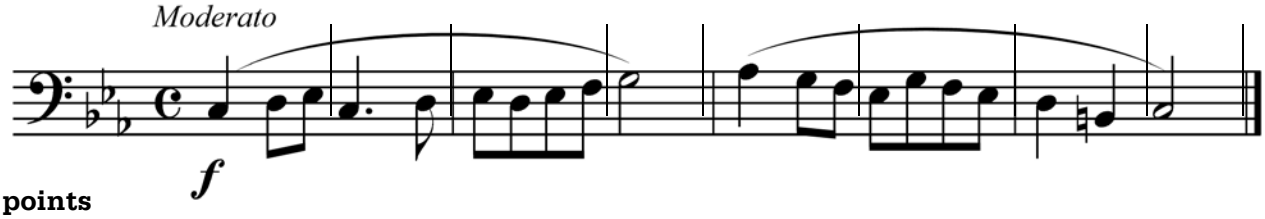
AP® MUSIC THEORY
2015 SCORING GUIDELINES

Question S1

0–9 points

Use EITHER the regular scoring guide OR an alternate scoring guide, whichever gives the higher score.

I. Regular Scoring Guide

- **A.** Score 1 point for each segment (i.e., each half-measure) correct in pitch, rhythm, and tempo (0–8).
- **B.** If at least one segment is correct using **I.A.**, add 1 point for a complete response that has no hesitations or restarts (= overall flow; the "flow" point).
- **C.** Record any score of 4 or higher and move to the next tape/CD.
- **D.** If the score is less than 4, try an alternate scoring guide.

II. Alternate Scoring Guides (N.B.: Do *NOT* award the "flow" point in the alternate scoring guide.)

- **A.** If a student sings many of the pitches correctly but is consistently inaccurate in rhythm, you may determine holistically to award up to 4 points for pitch.
  OR
- **B.** If a student is accurate or nearly accurate with respect to rhythm but is consistently inaccurate in pitches, you may determine holistically to award up to 2 points for rhythm.

III. Scores with Additional Meaning

- **1** This score may be given to a response that has two or more redeeming qualities (e.g., retention of the tonic pitch and singing the melody with a correct contour; persistence alone is *not* a redeeming quality).
- **0** This score is used for a response that has no redeeming qualities (or only one) or a response that is off-topic or irrelevant.
- **—** The dash is reserved for blank tapes/CDs.

Scoring Notes:

- **A.** If a student restarts, score the last *complete* response, but do *not* award the "flow" point.
- **B.** Score from the tonic established by the student. However, credit any exactly transposed segment approached by the correct interval. In other words, *any segment entered correctly (by the correct interval) is eligible for the point*.
- **C.** The last note may be eligible for the point if the student returns to the original tonic, even if the preceding segments have been transposed and the original tonic is not approached correctly.
- **D.** If the student changes tempo and continues in the new tempo, do not credit the segment where the change occurs, but credit the ensuing segments.
- **E.** The last note must be held at least to the attack of the final eighth note of measure four for that segment to receive credit.
- **F.** Ignore any use (correct or incorrect) of syllables, letter names, or numbers, as well as expletives, giggles, and the like.
- **G.** If you try both regular and alternate guides, record the higher of the scores.
- **H.** Scores from one guide may *not* be combined with those of another.
- **I.** Listen beyond the end of the performance to ensure that the student made no additional response.

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AP® MUSIC THEORY
2015 SCORING COMMENTARY

Question S1

Overview

This question assessed students' ability to:

- sight read and sing a melody in minor mode;
- sing in simple meter;
- perform common rhythmic patterns;
- perform a dotted rhythm;
- perform conjunct motion;
- perform chordal skips within the tonic and dominant triads;
- correctly sing an altered pitch;
- sing a two-phrase unit with motion from *do* to *sol*;
- retain a sense of tonic; and
- read in bass clef.

Sample: S1A
Score: 9

This represents an excellent response. The student correctly sings all pitches and rhythms without hesitation and demonstrates an understanding of simple meter. With the addition of the flow point, the student received a score of 9. Scoring by segments was: 1111 1111 + 1 = 9.

Sample: S1B
Score: 6

This represents a good response. The student correctly sings segments two, three, four, five, and eight. Because the student sings without hesitation, the flow point was awarded, resulting in a score of 6. Scoring by segments was: 0111 1001 + 1 = 6.

Sample: S1C
Score: 2

This represents a poor response. Because the response is rhythmically accurate, but not accurate in pitch, the Alternate Scoring Guide for rhythm was used. All rhythms are performed accurately and 2 points were awarded. The score for this response was 2.

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